Graduation with Distinction

in Psychology & Neuroscience

Duke University

2016-2017

Table of Contents

Graduation with Distinction Basics

General Information

What is Graduation with Distinction (GwD)?

The Graduation with Distinction Program (GwD) in Psychology & Neuroscience is intended for students interested in completing a significant research project during their undergraduate career. This project is more than an independent study. In fact, it's like a mini-dissertation. You will complete a research project, write a thesis, and defend it in front of a committee in order to graduate with distinction.

Why Pursue GwD?

Pursuit of independent academic research under the guidance of a faculty mentor is an opportunity to forge a close working relationship with one or more professors in your field of intellectual interest, and this experience is invaluable. The mentor's familiarity with your work and your potential can also be enormously helpful if you apply to post-graduate programs of study. Distinction is thus not only an honor that is noted on the transcript, but can also represent a high point in your academic career and be beneficial to your subsequent scholarly pursuits. Distinction in psychology also provides you with an opportunity to gain experience writing an empirical paper about your own research.

If you are considering graduate school in psychology, obtaining the extensive experience that GwD provides is essential to making you the strongest applicant you can be. It also will help you see firsthand whether the research process is something you enjoy, which is important to learn before entering graduate school. GwD provides a mini-experience of graduate student life, as you get to see what it's like to form a committee and present your independent research to them.

If you are not interested in graduate school in psychology, doing GwD will still demonstrate that you went above and beyond traditional academic requirements. This, coupled with the first-hand research experience you receive, can make you a more compelling applicant for other graduate and professional programs, as well as jobs.

Who is Eligible to Enroll in GwD?

The opportunity to write a thesis and qualify for Graduation with Distinction is open to those majoring or minoring in Psychology. It is also open to students enrolled in Program II. Students at Duke can also pursue GwD outside of the major. Information on this can be found at http://trinity.duke.edu/academic-requirements?p=graduation-with-distinction.

There is no minimum GPA to enroll, but there are GPA minimums that must be attained to receive the GwD distinction (see below).

Summary of GwD Requirements
- **Overall GPA of 3.0 and major GPA of 3.5.**   Applicants may have below-minimum grades at the time of application, but must meet the required levels by the time of graduation in order to be awarded Honors. GPAs are not rounded up. Grades in independent study classes in psychology and the distinction thesis workshop do not

count towards the major GPA. In cases where the student's GPA falls just below the required cut-off, their faculty mentor may petition the Department Curriculum Committee to permit the student to graduate with distinction.

- **Completion of two semesters of independent study related to the project.**
- **Completion of PSY 496, the Distinction Thesis Workshop.** This full-credit, graded course must be taken during the spring semester of senior year (or junior year, for students aiming to graduate in December). It is designed in part to help students prepare the thesis write-up and oral defense, as well as to provide professional development training in many key areas that students would encounter in graduate school, such as the research article review and publication process, and how to write a research grant proposal.
- **Writing of the thesis and an oral defense before a 3-person faculty committee.** For elements of the written thesis, see pp. 14-16 of this handbook. A rubric for the evaluation of the final thesis and the oral defense can be found on pp. 38-39 of this handbook.
- **Poster presentation at the "Visible Thinking" undergraduate research fair in April.**

How to Enroll in GwD
- Application
    - Complete and submit the regular form for Independent Study (see pp. 34-35 of this handbook for the form).
    - Complete and submit the GwD application form (see pp. 36-37 of this handbook for the form).
    - Forms and required signatures must be submitted no later than the last day of open enrollment for spring term (November 18). When you turn in your forms you will receive the permission numbers needed to enroll in the independent study class and the thesis distinction workshop.
    - If you plan to graduate in December, you will enroll in the distinction workshop during the first semester of your senior year. Students graduating in May will register during the second semester of their senior year.
    - Try to identify your 3-person committee before you submit the GwD form. However, you may turn in the form without committee members identified. In this case, you will be required to submit the names of your committee members to the DUS Assistant by the first day of spring classes.
    - Note: Although students typically complete GwD in the 2 semesters of their senior year, some students work on projects that begin their junior year. Also, students who wish to complete their thesis as juniors may do so; this is unusual, but there are no rules against it.

- Forming Your Committee
    - Obtain a faculty sponsor for your research. Then select two other individuals to serve on the thesis committee. Your faculty sponsor can help you select the two other committee members.
    - One member of the committee must be a core member of the Department of Psychology and Neuroscience faculty.

- A second member must be either a core faculty member or hold a secondary appointment in P&N.
- The final member may also be a P&N faculty member, but could also be a psychology graduate student or a faculty member from another department.
- You do not need to have your committee identified when you apply to the GwD program. You must, however, have your committee form turned in by the first day of spring classes.
- A current list of core faculty and faculty with secondary appointments can be found at:
  http://psychandneuro.duke.edu/people?subpage=unit&cname=Faculty

Undergraduate Research with Human and Animal Subjects

The use of animals and human subjects in research is governed by Duke University in strict compliance with federal regulations. Before you begin research with human or animal subjects you must have written approval from the Institutional Review Board (IRB). If your faculty mentor has not already received IRB approval for the study you will be working on, the staff at the Office of Research Support (ORS) can assist you in writing your protocol. Their contact information may be found on p. 9 of this handbook. IRB staff are happy to meet with you to talk about your protocol and you should feel free to call if you are not sure how to fill out the required forms or if you have any questions about what you need to submit to the IRB.

It will be easier to write your protocol if you have reviewed the guides available on the ORS website:

https://ors.duke.edu/orsmanual/consent-forms-and-scripts

Prepare a draft of your protocol and consent forms and share them with your faculty mentor, who will help you fine-tune them. Both you and your advisor will need to be certified to conduct research with human subjects at Duke before your proposal can be approved. The following link provides information on certification:

https://ors.duke.edu/orsmanual/honors-theses-and-independent-study

Use of Animals in Research

Upon submitting a proposal for a project which uses animals, you should prepare a protocol for the IACUC as well:

http://vetmed.duhs.duke.edu/IACUC.html

Beyond GwD

An honors thesis demonstrates your commitment to psychology and your motivation to expand your research skills and knowledge. Completing this independent work will also speak of your ability to design a study, to collect and analyze data, and to interpret results. After the thesis is completed, you may have the opportunity to present at a conference or professional meeting, or the chance to publish your work in a peer-reviewed journal. In fact, this should be the ultimate goal of your thesis.

Present Your Work at Conferences
Professional presentations typically involve a 15-minute oral presentation for an audience, followed by discussion. These presentations are often part of a symposium, or group of papers, with other researchers whose work revolves around a similar theme. Conference presentations can also involve the creation of a poster, which may be more typical for undergraduate work.

Experience with presenting research is beneficial when applying to graduate programs, professional programs, or full-time employment. It gives evidence of a thorough and accomplished undergraduate career. You should discuss with a faculty mentor the possibility of presenting your work at a conference. Your mentor will be able to provide you with different options and assist you with submission materials and deadlines.

Publish Your Work in a Peer-Reviewed Journal
Discuss with your mentor the possibility of publishing your work. He or she may assist you by proposing different journals that may be interested in your article. Journals such as the *Psi Chi Journal of Undergraduate Research* provide opportunities for students to present or publish, but you should consider the types of journals in which your mentor typically publishes.

The primary purpose of peer review is to ensure that the papers published are valid and unbiased, and to enhance the quality of the work. In the peer review process, a paper is evaluated by several reviewers at the journal to which you submit. Reviewers are considered experts in the area that your article addresses. The reviewers critique the paper and submit their thoughts to the journal's editor, who then decides whether to publish the paper based on the reviewers' comments. The editor will either a) publish the paper without revisions (rare); b) ask you to revise and resubmit, which would likely lead to publication, or c) reject the paper. It's important to adopt a thick skin during the review process, and to understand that feedback can be useful and can help you improve your manuscript when you either re-submit to the original journal or choose a new journal for submission. Your mentor can help you through this process.

Past honors students have successfully published their work in peer-reviewed journals. Doing so is a great way to strengthen your application to graduate school in psychology. Publishing as an undergraduate would be viewed positively by any graduate program or job to which you apply.

Sample Timeline

Timelines for senior theses are individual and relate specifically to your own research goals and the guidelines that you and your mentor set together. It is recommended that you share the Sample Timeline with your mentor and discuss what timeline will work for you. The Sample Timeline below provides guidelines for planning.

Note: Specific dates are for the **2016-2017 academic year**.

	Suggested Status
September	Refine research question begin data collection, establish mentor expectations and timeline
October – December	Run data collection and start writing the introduction and method sections
Late January	Complete data collection
Early February	Begin analyses
February - March	Begin writing results and discussion and refine the introduction and method sections using feedback received in the PSY 496 class Give practice oral presentation in PSY 496
Early April	Finish draft of all sections - allow time for revisions after feedback from mentor
April 19th	Deadline to defend and turn in two copies of thesis to the Undergraduate Psychology Office (242 Soc/Psych) *for students who have been nominated for the Zener Award.*
April 26th	Last day to defend thesis. (last day of classes)
May 1st	Final bound copy of thesis due to Undergraduate Psychology Office. (Examples of acceptable bound copies are shelved in the office, and are available for inspection.)

Important Deadlines for 2016-2017

Event	Deadline
Turn in Independent Study and GwD Registration Forms	First day of regular registration (November 2, 2016)
Enroll in PSY 494 and PSY 496	Last day of regular registration
Sign-up for Visible Thinking	April 2017 (date TBD)
Final deadline for Departmental printing of your research poster for Visible Thinking	April 2017 (date TBD – usually one week before Visible Thinking Poster session
Visible Thinking Poster Session	April 2017 (date TBD)
Deadline for thesis defense if you want to be considered for the Zener Award. You must submit two copies of your thesis to the Undergraduate Psychology Office by this date.	April 19th, 2017
Final Deadline for Thesis Defense	April 26th , 2017
Bound copy of your thesis due to Undergraduate Psychology Office	May 1st, 2017

Important Contacts

Person	Contact Information
Rick Hoyle Director of Undergraduate Studies	321 Soc/Psych (919) 660-5791 rhoyle@duke.edu
Angie Vieth Associate Director of Undergraduate Studies	242 Soc/Psych (919) 684-9678 azvieth@duke.edu
Natalia Silva Harwood Assistant to the Director of Undergraduate Studies	242 Soc/Psych (919) 660-5719 ns134@duke.edu
Tobias Egner Professor, PSY 496	246 LSRC (919) 684-1049 tobias.egner@duke.edu
Office of Research Support University Institutional Review Board (IRB) Holly Williams Lorna Hicks	Suite 710 Erwin Square 2200 W. Main Street, Durham, NC 27705 (919) 681-8686 holly.williams.irb@duke.edu (919) 681-8773 lorna.hicks@duke.edu
Undergraduate Research Support Office (Visible Thinking office)	011 Allen Building Phone: (919) 684-6536 ursoffice@duke.edu http://undergraduateresearch.duke.edu/visible-thinking
Matt Mielke (P&N Department Poster Printer)	matt.mielke@duke.edu

Additional Resources

Funding Resource:
Undergraduate Research Support Office Independent Study Grants

There are a limited number of Independent Study grants available. Preference will be given to first-time applicants and to those who apply early.

URS Grants are provided to help defray research expenses of up to $400 for Trinity and Pratt students enrolled in faculty-supervised independent study courses or the equivalent, such as thesis and research capstone courses. A grant makes funds available to purchase approved supplies and equipment (which become the property of the University) for the research project. When strongly recommended by a student's faculty research advisor, the URS Program will consider supporting a student's travel to collect data or use a unique resource collection. Grants may not be used to buy personal books or personal items, or to pay salaries.

Fall 2016 Deadline: Rolling from August 29 – October 7
Spring 2017 Deadline: Rolling from January 11 – March 10
Summer 2017 Deadline: Rolling from May 17 – July 31

Purpose: To defray project expenses for students in faculty-supervised independent study, thesis, or capstone courses.
Funding: Up to $400
Application information can be found at:
http://undergraduateresearch.duke.edu/programs/urs-independent-study-grants

Contact:
Email: **ursoffice@duke.edu**
Phone: (919) 684-6536
Fax: (919) 660-0488
011 Allen Building

Library Resources

Literature Review Resource:
Ciara Healy, Librarian for Psychology and Neuroscience

The Librarian for Psychology and Neuroscience and Liaison to the Duke institute for Brain Sciences actively engages with faculty, students, visiting scholars and staff in the Psychology and Neuroscience department and neuroscience-related fields, providing and promoting library resources and services that support their work. She provides specialized research assistance and instruction to library users and develops and manages the Libraries' collections in the fields of psychology and neuroscience.

Contact:	Office Hours:
Perkins Library 233	Tue – 10:00-11:30 in Soc/Psy 046
(919) 660-5829	Wed – 10:00-12:30 in Soc/Psy 046
ciara.healy@duke.edu	Thu – 10:30-11:30 in Soc/Psy 046
http://library.duke.edu/about/directory/staff/5581	

Check out what the library offers students writing honors theses:
http://library.duke.edu/services/undergraduate/honors

Writing Resource: The Writing Studio
At the Writing Studio, you can meet with trained writing tutors to discuss your writing concerns. By discussing your work-in-progress with a trained tutor, you will develop the awareness and skills to improve as a writer.   Tutors help at any stage of the writing process – from brainstorming and researching to drafting, revising, and polishing a final draft. You may schedule a maximum of one appointment per day or two appointments a week, depending on availability.
To sign up for an appointment online: http://twp.duke.edu/twp-writing-studio/appointments   The Writing Studio has three campus locations: 1. 112 Perkins Library, West Campus   2. 107 Bivins, East Campus   3. Lilly Library Second Floor, East Campus

Data and Analysis Resource: Social Science Research Institute (SSRI)
SSRI offers free consulting in the following areas to all Duke faculty and students who are involved in social and behavioral science research.   SSRI offers a help desk inside SSRI's Computer Lab. You are free to stop by without an appointment to ask questions of experts on topics such as the following: Excel, Matlab, MPlus, NodeXL, Qualtrics, R, SAS, SPSS, and Stata; survey design, sampling, and managing missing data; and linear, longitudinal multilevel, network models.   SSRI also offers statistical workshops. See http://calendar.duke.edu/events/index?cf[]=Workshop%2FShort+Course&gf[]=Social+Science+Research+Institute+%28SSRI%29 for the scheduled offerings.
Contact: SSRI website: http://dsc.ssri.duke.edu/consulting.php   Help Desk/Connection Bar: Chat hours, Mon-Fri, 10:00 a.m. – 6:00 p.m. (https://ssri.duke.edu/connection/connection-bar)   For scheduling consultations, go to: https://connect.ssri.duke.edu/connection/connection-bar/all-consultants   If you have questions about the Help Desk, or difficulty connecting with the desired expertise, please contact Alexandra Cooper at cooper@duke.edu or 919.681.3902.

Honors and Awards

Department of Psychology & Neuroscience

Zener Award for Outstanding Honors Thesis

The Karl E. Zener Award recognizes a senior psychology major who has shown outstanding performance and scholarship, as determined on the basis of both the honors thesis and the total academic record. The Director of Undergraduate Studies will consult with faculty members in the Department in order to determine the winner of this award. The winner of the Zener receives a monetary prize, and his or her name is added to a memorial plaque in Zener Auditorium (Room 130 of the Sociology/Psychology Building). To be considered for this award, you must be nominated by your mentor; feel free to approach your mentor if you would like him or her to nominate you.

The Jerome S. Bruner Award for Excellence in Undergraduate Research

The Jerome S. Bruner Award for Excellence in Undergraduate Research recognizes an undergraduate in their senior year at Duke for his/her excellence in research activities, intellectual curiosity, and future potential for scholarly activity. Eligible applicants will have engaged in research, either as part of the Psychology major or under the supervision of a primary faculty member in Psychology and Neuroscience, during their junior year or the summer between junior and senior years. The award consists of a monetary prize and inclusion by name on a plaque in Zener Auditorium (Room 130 of the Sociology Psychology Building).

Library Research Award

Lowell Aptman Prize

The Lowell Aptman Prizes recognize undergraduates' excellence in research, including their evaluation and synthesis of sources, and encourages students to make use of the general library collections and services at Duke University. Any student who uses library resources to complete a paper and project as part of his or her undergraduate coursework at Duke may be considered for the Lowell Aptman Prize. Each prize carries a $1000 cash award.

For more information and selection criteria, go to:
http://library.duke.edu/research/awards/aptman

Elements of Graduation with Distinction

The Written Honors Thesis

Overview

The thesis topic is usually an empirical project, with original data collection and analysis, or secondary analysis of an existing data set. (NOTE: A comprehensive literature review is also acceptable. Most of the following information is more applicable to an empirical paper, which is generally the norm for honors theses.)

An empirical paper should contain the same elements that you find in most psychology journal articles: Introduction/literature review, Method, Results, and Discussion sections. As you read articles for your literature review, pay attention to the structure, form, and language of published empirical papers. Your final thesis should follow a similar format and tone. The thesis should be written in American Psychological Association (APA) or American Medical Association (AMA) style, in manuscript form, as if it were to be submitted for publication in a journal (which should be the ultimate goal!).

The appropriate length of your thesis will be determined in consultation with your faculty advisor and will depend on the field of study. For example, empirical articles written about research in developmental psychology are usually much longer than those in neuroscience. Typically, however, manuscript length is 20-30 double-spaced pages, plus references and figures/tables.

A copy of the form used by your committee to evaluate your written thesis can be found on p. 38 of this manual.

Below is a brief description of the specific elements of the thesis paper. See the *Publication Manual of the American Psychological Association* (6th ed.) for more in-depth discussion and tips for writing each section.

Abstract

The abstract is a brief summary of your paper that should describe the problem you are investigating, the participants, the important features of the method, your basic findings, and the conclusions/implications/applications. Most people write this last.

Introduction and Literature Review

Your paper should begin with an introduction to the problem or question you are investigating. This will lead into a substantive literature review that is relevant to the research question and set the stage for your study. Don't be afraid to use section headings to break up a long introduction. This is helpful to your reader and can be helpful to you in terms of organizing your ideas. A "roadmap" of where you will be heading with the paper can also be helpful to your reader. You should be able to get a good feel for how the introductory section should be written and organized from the many articles you will be reading in order to prepare your literature review.

In the "current study" section at the end of the introduction/literature review, you can give an overview of your study, highlighting the ways in which it will contribute to the body of literature. You will also state your hypotheses and how they relate to the research design.

Method
In this section, you will provide a detailed description of your study. Typically, this includes the following subsections:
- Participants – Describe your sample's demographic characteristics (e.g., age, sex, ethnicity/race, education level, SES, etc. – whatever characteristics are important to your topic). Also describe how they were recruited, how many there were, what percentage of those invited actually participated, etc.)
- Measures – Describe the measures used and what constructs they assess. Also include relevant data on the quality of the measures. Copies of measures can be included in the Appendix.
- Procedure – What did you do in this study? How did you do it? Describe your research design.

Results
Summarize the data collected and the analyses performed. Report the results of all statistical tests relevant to the "story" you are telling in your thesis. Report results even if they are nonsignificant or if they are contrary to your hypotheses. Tables and figures to display your results can be added to the Appendix.

Discussion
In the final section, you will evaluate and interpret your results and discuss their implications. You should bring the discussion back to your original hypotheses, drawing inferences and conclusions from your results and citing sources as necessary to interpret your results. Include limitations/weaknesses of your study as well as future directions.

Appendix
You can include copies of the measures in your appendix, along with tables and figures. See the APA manual for appropriate formatting.

References
References should be in APA format (or AMA format if your advisor suggests it). See the APA publication manual (6th ed.) for formatting guidelines. Other helpful resources:
http://owl.english.purdue.edu
http://www.apastyle.org

Guide to Publishing in Psychology Journals – This is an excellent book that provides detailed information about the different elements of an empirical paper. A copy is available in the Undergraduate Psychology Office.

Writing Resources
See the Writing Studio for handouts that can help you with organizing, drafting, and revising your work.
You will also get additional writing instruction, tips, and some feedback on your writing in PSY 496.

The Research Poster

Visible Thinking
As a GwD student, you are required to take part in Duke's Visible Thinking undergraduate research fair by presenting your work in the form of a poster. This is an exciting opportunity for you to share your work with a university-wide audience (rather than only your advisor and your committee)! Visible Thinking is a college-wide symposium held on campus every April. Registration opens in January and closes two weeks prior to the event.

What is a Research Poster?
A poster is a static visual medium (usually printed on large glossy or matte paper) used to communicate ideas and messages. The difference between poster and oral presentations is that your poster will do a lot of the 'talking' for you. That is, the material presented should convey the essence of your message. However, that does not mean that you can disappear! Your task as the presenter is to stand by your poster, answer questions and provide further details for people who look at your poster; to bask in their praises or suffer their difficult questions, and to convince others that what you have done is worthwhile.

An effective poster operates on multiple levels:
- Source of information
- Conversation-starter about your research
- Advertisement for your research
- Summary of your work

What is Included in the Poster?
Look at sample posters from your lab for inspiration. Typically, a poster contains the following information:
- Title
- Author's name and affiliation
- Introduction
- Method
- Results
- Discussion
- References
- Acknowledgments

Note: You will include very brief and basic information in each section. You will NOT cut and paste paragraphs from your written thesis.

Layout and Formatting
- Follow the template provided by the department for your poster. Most people create their posters using PowerPoint.
- Keep it simple!
- Keep it visual!

- Use headings to orient readers and convey major points
- Use simple, clean graphics to convey relationships clearly
- Text should be simple, clean, and large. It's best to use at least 24-point for text and 36 for headings, but some things (e.g., References) can be smaller. Remember, people will need to be able to read your poster from a few feet away.

Preparing for the Poster Presentation
- Sign up for departmental poster printing
- Make sure your poster is organized, readable, and draws the eye. If you include too much text, people will have a difficult time taking in what you have done. You need to summarize your study in a manner that makes it very easy for someone to grasp the main point – don't feel like you have to include everything in your poster. Sample posters are available in the Undergraduate Psychology Office.
- Have copies of your poster ready on standard paper, including your contact info
- Have an "elevator speech" prepared – the 2-3 sentences that summarize the main point of your work and why it is important/memorable. This can be done in a number of ways, but should consist of catchy, easily understood sound bites that address:
  - What the study is about
  - Main point(s) of what you found
  - Why this is important

Resources
P&N prints posters for GwD students each year. You will receive information and a template to use from the Undergraduate Psychology Office at least four weeks before the poster needs to be submitted for printing.

Here are some helpful websites for creating your poster:
- www.ncsu.edu/project/posters/
- http://colinpurrington.com/tips/poster-design

You will also get poster design instruction, tips, and some feedback on your poster draft in PSY 496.

The Oral Defense

Overview

You will defend your thesis during an oral exam with your committee, which will consist of your advisor and two other individuals. The oral exam will take at least one hour (typically they do not last longer than this). During the oral exam, you will present a brief (15-20 minutes) PowerPoint presentation. Following your presentation, your committee will ask you questions about your research.

During your oral exam, your committee members will not be firing off questions at you in an attempt to expose you as an imposter to the field of psychology! Rather, the oral exam is more of a conversation. Your committee members pose questions and you respond with your ideas. Remember, you are an expert on this subject now. Committees are typically a very friendly audience who are rooting for you to succeed. While it's normal to feel a little nervous, try to focus on the fact that it's your opportunity to share your work and have an in-depth conversation about it.

A copy of the form used by your committee to evaluate your oral thesis defense presentation can be found on p. 39 of this manual.

PowerPoint Presentation

Your presentation should be 15-20 minutes long. Remember, your audience (your committee) has read your paper and does not need every detail of the study. Spend some time introducing the problem/research questions and explaining why your study is important. Then walk the audience through your method and results. In the discussion session, give the audience some take-home points, address limitations and future directions, and ask for questions at the end.

During the GwD workshop (PSY 496), everyone will give a practice presentation of their oral defense in class to receive feedback from the instructor and fellow students.

Helpful Hints for Graduation with Distinction

Designing Your Plan For Writing: Creating a Timeline and Sticking to It

Adapted from Belcher, W. L. (2009), *Writing Your Journal Article in 12 Weeks*

The most common advice to students writing their honors theses is: "Start early!" This is easier said than done. Many students spend the last weeks of their senior year frantically analyzing their data and finishing up their theses, often resulting in "final drafts" that would have benefited greatly from a few more rounds of revision.

The mad dash to the end can be avoided! Below are some helpful hints for those of you who are committed to creating a timeline and sticking to it!

Creating a Timeline

The elements of your thesis are the Introduction, Method, Results, and Discussion. Typically, GwD students spend the first semester collecting their data and working on their Introduction. This may vary based on your research topic, your advisor, and whether you are working with an existing data set. However, it is recommended that you have a solid draft of the Introduction before the end of first semester.

At the beginning of the year, sit down with your mentor and discuss your timeline. Set realistic goals for progress, and discuss strategies for staying on schedule.

Keys to Positive Writing Experiences

1. **Successful academic writers *write*.** No matter how busy your life is, **make a plan for writing** (see below). If you write a little bit every day, your ideas will be fresh and you will make progress.

2. **Successful academic writers make writing social.** You are not in this alone! You have a class full of people who are in the same boat as you. Get over your fears about showing your work to others – and don't worry about sharing a draft that is "not complete." You won't finish your thesis until the end of the year, and at that point it will be too late to get feedback. Consider forming a writing group or participating in one that takes place in your lab.

3. **Successful academic writers appreciate feedback – both the good and the "bad."** Faculty members and graduate students alike have experienced rejection and criticism of their writing through the peer-review process. It is part of academic writing. It's important to have a thick skin and know that any feedback on your writing is a gift. Don't get discouraged or upset if someone has several suggestions on a draft of your writing – it is going to make your writing better! If you wrote perfectly on the first draft, you wouldn't need an advisor!

4. **Successful academic writers pursue their passions.** If you write about something you are interested in and care deeply about, it will come a lot easier!

Designing Your Writing Schedule

1. **Choose your writing site.** In order to form a habit of writing regularly, it will help for you take some time to think about which study site has worked best for your writing. Find a place where you can be productive and free from distractions.

2. **Design your writing schedule.** Many students think that they need long, uninterrupted stretches of time to write. However, studies have shown that writers who write a little bit every day produce more manuscripts than those who use extended writing sessions less frequently. Students often say they can't write every day, but try this experiment: For one week, spend fifteen minutes each day writing for your thesis. See where it gets you-- may be surprised!

3. **Set a realistic writing goal with a firm deadline.** Talk to your advisor about setting realistic, specific deadlines for draft reviews. Keep yourself to the deadline; don't try to avoid your advisor! Firm deadlines will help you keep moving forward.

Roadblocks to Writing – and How to Overcome Them
Below are some of the most common writing obstacles encountered by students. Which are your own personal roadblocks? Identify yours and think about ways to overcome them.

- **I'm too busy!** – Are you going to be less busy at the end of second semester when your thesis deadline is approaching? Find the time! Make it a priority to write at least fifteen minutes a day.
- **My other classes take up all my time.** There is always more preparation, reading, and studying one could do for any class. The best solution is to set regular times for thesis work and to not let other responsibilities interfere with it. Protect your writing time!
- **I will write just as soon as I (fill in the blank).** Fine. It's really important for you to clean your apartment before you start working on your thesis. But just try doing 15 minutes of writing first!
- **I have to read just one more book.** It's easy to get bogged down in research. Each article leads to another, and then another…One more article is NOT going to make you an expert on the subject! Try doing your research and writing at the same time. Don't take endless notes and then feel overwhelmed because you have to go through all of them! You don't have to "finish" your research before you write. Start writing and find out what holes you have to go through and fill in.
- **I just can't get started.** Try getting started by writing badly. Every sentence does not have to be perfect. Start out by just writing placeholders for ideas.
- **I'm not in the mood to write.** Start doing it anyway; soon you'll be in the mood!
- **I can't write because my idea sucks.** Allow yourself to develop ideas without critiquing them right away. Spend a couple pages fleshing out an idea and then find a classmate to talk about it with you.

- **My advisor is more of an obstacle than an aid.** Hopefully this is not a problem for any students, but if it is, try to find help elsewhere. A graduate student, a supportive writing group, another professor or TA. Don't let it stop you from moving forward. See "Tips on Navigating Your Relationship with Your Advisor."
- **I can't sit still.** Try it for just fifteen minutes at a time!
- **I write too slowly.** Remember, no one churns out a perfect first draft! Most people plod along, writing two sentences and then deleting one of them, repeatedly reading and revising their work. With practice, you'll get faster. For now, just pat yourself on the back for spending time doing it!
- **I want to ask for feedback but everyone seems so busy and I don't want to bother them.** Try making feedback more social – ask a friend to exchange drafts. Start a writing group. And set clear check-in points with your advisor.
- **I get distracted with Facebook, emailing, and texting.** Try closing your browser when writing and turning off your phone. Don't make the mistake of thinking you'll get started after just a couple minutes of surfing.

Timeline
Create a timeline for the academic year that indicates when you want to have certain milestones completed (e.g., draft of intro, data collection complete, data entered, etc.). In addition, create a weekly timeline of your work toward those goals.

If you have trouble finding the time to do the work, take an inventory of how you spend your time each day for one week. It may help you identify some ways you can maximize your time.

Good luck!

How To Be a Good Mentee

Mentoring relationships are the bedrock on which much of higher education is built. Mentoring reflects a relationship between an experienced senior colleague (mentor) and a less experienced junior colleague or student (mentee), in which the mentor provides the mentee with resources, expertise, skills, and perspectives related to personal development and career advancement. The mentee is not a passive vessel into which the mentor pours knowledge but rather is a collaborator who actively engages in learning and critically reflects on experiences (Zachary & Fischler, 2009).

It is clear that healthy mentor/mentee relationships are important. Then the questions follow: How can I be a good mentee? What can I do to make the most of my relationship with my mentor? Mentees who are less knowledgeable about how to maximize the benefits of mentoring relationships receive less mentoring and are less satisfied with their mentoring relationships than are mentees who are better skilled at this task (Allen & Poteet, 1999). Allen and Poteet gathered information about important elements for successful mentor/mentee relationships. This is a summary of their recommendations:

1. Establish an open communication system with reciprocal feedback
2. Set standards, goals, and expectations
3. Establish trust
4. Care for and enjoy each other
5. Allow mistakes
6. Participate willingly
7. Demonstrate flexibility
8. Consider constraints to mentoring
9. Learn from others
10. Work on common tasks
11. Be open and comfortable

The first three elements are arguably the most important. Establishing open communication is important for the success of any relationship. Being able to be appropriately assertive and to speak about what you need or what is not working for you is important for your own development, and sharing with your mentor what is working and what is going well goes a long way in maintaining a positive relationship. Setting goals and expectations is crucial for the success of the relationship. As early in your relationship as you can, speak with your mentor about what s/he expects from you and what s/he expects to provide you. If those expectations do not line up with your needs, speak candidly about what else you might need.

Scheduling a regular one-on-one meeting time will structure your relationship and will allow you to feel comfortable knowing that you have undivided attention. Trinity guidelines indicate that students must meet with their mentor every other week at a

minimum. Without regular meeting times, you may find it harder to make continual progress on goals, and it may be more difficult to complete degree requirements on time.

When you enter into a relationship with a mentor, it is important that you trust the motivation, interest, and ability of your mentor. If you have reservations, you should seek an alternative mentor if you are still in the phase of searching for one. If you are already in a less-than-perfect mentoring relationship, you have the option of 1) taking some time to examine yourself and your own behaviors to see how you might improve the relationship, and 2) speaking openly and assertively with your mentor about your concerns about the relationship.

Other advice for being a good mentee comes from Triple Creek Associates, a company that specializes in teaching skills to mentees who want to make the most of their mentoring relationships. The foundation of their advice rests on three "vital signs" of successful mentoring relationships: respect, responsiveness, and accountability.

1.   *Respect*: Mutual respect is the starting and sustaining aspect of a successful mentoring relationship. Professional and personal appreciation of one another is core to enhancing learning.

2.   *Responsiveness*: Your willingness to learn from your mentor and your mentor's willingness to respond to your learning needs are important for successful collaboration. Be responsive to your mentor's efforts to contact you and meet with you. Your mentor should not expect to wait two days to get a response to an email, for example.

3.   *Accountability*: Once you and your mentor establish mutually held goals and expectations, keeping your agreements strengthens trust and helps maintain a positive relationship.

Establishing and cultivating a healthy mentoring relationship rests, to a large extent, in the hands of the mentee. Mentees who know what their own goals and expectations are and can communicate them clearly, who seek information about how to be successful in learning from mentors, and who carefully attend to their relationships with their mentors may reap many benefits. If you find yourself in a situation where you are not satisfied with the quality of your mentoring relationship, take a critical and honest look at yourself and your behaviors. What might you be able to do to improve your relationship with your mentor? If you have tried unsuccessfully to address the issues at hand, contact someone in the Undergraduate Psychology Office (Rick Hoyle or Angie Vieth), or discuss the issue with Tobias Egner, the instructor for PSY 496.

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Tips for Navigating the Mentoring Relationship
Adapted from University of Michigan Rackham Graduate School, "How to Get the Mentoring You Want"

As a GwD student, you are charged with developing and demonstrating your abilities to be an independent scholar and researcher. Your mentor's job is to guide you in this endeavor, but everyone has different styles of mentoring. Here are some tips for navigating the mentoring relationship.

Work Plan
- Develop a plan that includes both short- and long-term goals, as well as a series of deadlines for completing each step.
- When situations arise that require modifications to your plan, discuss them with your mentor and agree upon a new work plan.
- Contact your mentor regularly to discuss your progress. Determine early on how frequently you will do this. If you feel you need more frequent contact than your mentor is providing, speak up and let him/her know.
- Remember to pursue additional resources for the assistance you need to achieve your goals. For example, SSRI can help you with data management and analysis.
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Meetings
- Schedule regular meetings and show up for them on time. Trinity guidelines include an expectation of meetings at least every other week.
- Take responsibility for leading the meeting. You raise the issues and questions; your mentor's role is to respond.
- Have an agenda for each meeting. What needs to be discussed? Prioritize your agenda items so you can be sure to have your most important questions answered first. Mentors truly value when students take initiative, show real intellectual curiosity about what they are studying, and show up to meetings with questions and ideas. Be sure to *take an active role* in the process of your thesis. Don't rely too much on your mentor to develop the work plan/timeline for you.
- After the meeting, summarize the meeting by writing up meeting minutes and email them to your mentor. This will give you and your mentor a written document that summarizes the points that were covered during your meeting, your goals/deadlines, and anything that you or your mentor agreed to do before the next meeting.
- If you need to cancel a meeting, do so as far in advance as possible and do not rely on one form of message: Send an e-mail and make a phone call to ensure your mentor gets the message.
- If your mentor is pressed for time when you have a scheduled meeting, try to be flexible. Offer to reschedule the meeting, shorten it, or handle it over e-mail.
- While you want to be flexible, you must remain committed to getting what you need in a timely manner. If your mentor repeatedly cancels meetings or does not respond to your attempts at communicating, don't give up. Try talking to a graduate student or another member of your mentor's lab. You can also talk to DUS staff or your thesis workshop professor or TA.

Feedback and Editing

- At the beginning of the year, discuss with your mentor how often he/she will give you feedback about your thesis progress.
- When you give your mentor a draft, ask when you can expect him/her to return it with feedback.
- Find out ahead of time if your mentor tends to provide a lot of comments or very few, to give you an idea of what to expect. That way you won't be surprised or worried if your paper comes back full of red marks, or with very few comments.
- Do not think your drafts have to be perfect before handing them in to your mentor. However, it is easier for a mentor to give good feedback if the draft is presentable. If you're not sure, ask a peer to read it over first.
- Do not ask your mentor to re-read a whole paper if only certain sections have been revised. Use track changes and comments to direct your mentor to areas in the paper about which you have questions or concerns.
- Do not take feedback from your mentor personally. Remember you are here to learn more about how to conduct research and write an empirical paper! However, if you disagree with a criticism raised by your mentor, show that you are willing to consider the point, but don't be afraid to demonstrate your ability to defend your ideas in a professional manner.

Professional Development

- The mentoring relationship doesn't begin and end with the thesis. Your mentor can help you in many areas of professional development – talk to him/her about your future goals.
- Attend departmental lectures, colloquia, and job talks, and talk to your mentor about these activities. This type of initiative and intellectual curiosity can truly benefit your relationship with your mentor as well as your own professional development.

What to Do if Problems Arise in Your Mentoring Relationship

Hopefully, establishing clear terms of a mentoring relationship at the beginning of the academic year will prevent problems between you and your mentor as you move through your senior year and towards GwD. However, occasionally situations arise that hinder timely progress on the thesis. If you have a problem that is preventing you from moving forward (personal or professional), take the initiative to contact your mentor and discuss the situation with him or her.

Similarly, situations sometimes arise for faculty members, too. Other demands on your mentor may hinder his/her ability to meet with you regularly or provide prompt feedback on your work. If this happens repeatedly, discuss this with your mentor. Tell him/her that you feel the need to develop a strategy that keeps your work on schedule.

If, after talking with your mentor, you still feel that you are not getting the support you need, talk to someone else. You may want to start by approaching graduate students or other students in the lab who may be able to let you know if the mentor's behavior is typical and/or might be able to suggest possible solutions. They may also be able to

explain the norms for the frequency of meetings, the turnaround time for feedback, and the general availability of faculty. If you are not able to resolve issues with your mentor on your own, it is highly recommended that you ask for help. DUS staff and your thesis workshop professor can also clarify departmental expectations and standards, and may be able to provide suggestions for how to resolve problems.

Words of Wisdom from Former GwD Students

Below are some tips provided by recent GwD students from Psychology and Neuroscience.

Research Topic
- Find a topic you're passionate about, it makes everything easier.
- Really choose a topic that you're curious about.
- GwD is a lot of work, so be sure you're truly interested in what you're researching.

Time Management
- Start early. Create a timeline for yourself at the beginning of the year.
- Start early, even if it's just jotting down notes for what you want to include in each section of your paper.
- Schedule your oral defense earlier in the semester. There will probably still be a mad dash, but it will force you to finish your thesis sooner.
- Make sure you start on it early! [This was a very common tip, heed this advice!] Research often takes much longer than you would expect, and certain things may be beyond your control (e.g., time to get IRB approval, participant recruitment issues).

Relationship with Advisor
- Your advisors (both faculty and grad student mentors) can make or break your experience!
- Work with an advisor you get along with and whose style is compatible with yours.
- If you want to meet more with your advisor and speed up the pace of your progress, be vocal.
- Make sure you are in really tight contact with your grad student mentor or faculty advisor. Be the squeaky wheel to ensure that you get through at least a few drafts back and forth between the two of you.

Resources
- Use the SSRI help desk to your advantage. They were so helpful!

Appendix A:
Forms
(also available on the P&N website)

Appendix A1: REQUEST FOR RESEARCH INDEPENDENT STUDY
Department of Psychology & Neuroscience
Duke University

Courses entitled Research Independent Study involve individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive literature review or write-up of an empirical study. Such research independent study courses bear a Research (R) code and thus satisfy general education research requirements. One research independent study may be approved for a Writing (W) code in addition to the R code, but no other curriculum code designations are permitted for research independent study courses. Moreover, one research independent study also may be used to fulfill the major's Depth Requirement. Students should indicate on the proposal form if they would like the research independent study course to count towards the Depth Requirement, as such credit will not be given automatically. Students who wish to request a W code for one research independent study course must submit a request form (available at http://trinity.duke.edu/academic-requirements?p=independent-study-research-w-coding) to the Psychology Undergraduate Office (242 Soc/Psych), along with their Research Independent Study Proposal form. These forms are due by noon on the last day of Drop/Add.

Students interested in completing a significant research project during their undergraduate career may want to consider the Graduation with Distinction Program (GwD). This is especially important for students planning to pursue graduate education in psychology but is recommended for any student with a strong interest in research. The table on the following page offers a comparison of requirements for Independent Study and GwD.

Policies
Approval – The independent study must be signed by the instructor(s) involved. There is no need to get the DUS's signature before turning in the form. If there is any problem with the proposal, the Psychology Undergraduate Office will get in touch with the student. In general, once arrangements have been made with the faculty member there shouldn't be any problem.
Faculty appointment – The supervising faculty member must hold a primary appointment within Duke's Psychology Department. In some cases, a faculty member holding an appointment outside Psychology may mentor the bulk of the independent study. If this is the case, the instructor of record is responsible for submitting the final grade, and ensuring that the research mentor adheres to the academic standards, policies, and procedures pertaining to undergraduate students in Trinity College of Arts & Sciences.
Course Content / Quality – The independent study must provide a rigorous academic experience equivalent to that of any other undergraduate course at Duke. Independent study courses may not duplicate available course offerings during the term in which the independent study is being taken, nor may independent study be used simply to provide low-level support for other projects or to observe or shadow the work of others.
Meeting schedule – In addition to the individual effort of the student, which normally entails ~10 hours of work per week, the student will meet with the instructor of the independent study at least once every two weeks during the fall or spring semester, or at least once per week during the summer.
Final product – The student will produce a final academic paper before the end of the term. The specific due date will be negotiated with the instructor.
Grading – The instructor will evaluate the work, including the final paper, associated with the independent study, and submit a grade at the end of the semester. If the research mentor is someone other than the instructor of record, this mentor will communicate the final grade to the instructor of record, and the instructor of record will submit the final grade.

* For policies and procedures related to independent study in Study Abroad Programs, see the Duke Abroad Handbook.

Procedures
1. Students wishing to register for an independent study first must make arrangements with a faculty member having expertise in the desired area. The student and instructor should agree on the course title, plan of study, objectives, and expectations, as well as on the nature of the final product and the criteria for evaluation. This information will be specified on the application form.
2. The student must submit the Independent Study Proposal Form (attached here) to the Undergraduate Psychology Office (242 Soc/Psych) by noon on the last day of Drop/Add for the term in which the independent study is to be taken. After the form is processed, the student will receive a permission number to register for the course.

Overview: Research Independent Study

Getting Started

- Consider topics/areas that interest you most
- Learn about faculty research interests on the Departmental website
- Discuss possible projects with relevant faculty
- Establish an agreement for working together
- Complete the Independent Study Proposal Form

	Independent Study	**Graduation with Distinction**
Goals	Learn how to develop a research question, study it, and report the results	Develop an original research question, test it empirically (with data analysis), write thesis for a professional audience and possible publication, and complete an oral defense
Duration	One or more semesters (only two count toward the major); Student and instructor meet at least every other week	Minimum of two semesters (only two count toward the major); Student and advisor meet at least every other week
Final Product	If the student plans to complete the research over the period of two or more semesters, he or she must complete a final paper to be graded at the end of each term. For example, at the end of the first semester the student may submit the introduction and methods of research, and at the end of the second semester he or she may produce a final draft of the paper.	
Types	*Empirical Project*, with original data collection and analysis; or secondary analysis of existing data; *Literature Review* (review and synthesis article)	Usually an *Empirical Project*, with original data collection and analysis; or secondary analysis of existing data; *Comprehensive Literature Review* also acceptable
Format	Usually APA style or similar; AMA style or similar if more relevant for medical journals	Usually APA or AMA style; in manuscript form or close, as for publication
Length (double spaced)	Empirical Project: approximately 15-25 pages of text, plus references and figures/tables as relevant; Literature Review: minimum 20 pages, plus references	Whatever length is appropriate, as determined in consultation with the faculty advisor; Typical manuscript length is 15-30 pages plus references and figures/tables
Literature Review	All papers must include a literature review that conveys what is currently known as well as any gaps in the research, and must reference at least 12 articles from peer-reviewed journals	Substantive literature review relevant to the research question plus additional citations as needed for interpretation of results
Oral Defense	None	Minimum one-hour oral defense with committee (faculty advisor plus two others); Focus = final paper (submitted at least one week in advance of the defense)

RESEARCH INDEPENDENT STUDY PROPOSAL

Please read the policies and procedures, and consult with your instructor/supervising faculty member about the title, description, course requirements, and work expectations. This form must be approved and signed by the supervising psychology faculty (and the research mentor, if different from the instructor of record) and returned to the Undergraduate Psychology Office, 242 Soc/Psych. A permission number will be issued from that office. All proposals are due by noon on the last day of Drop/Add.

Please provide the information requested below. Students must have taken at least two courses in psychology. Seniors will register for PSY 493 or 494, and other students will register for PSY 393 or 394. If you have not yet declared Psychology as a major, or if you have declared a major other than Psychology, you also will need to submit documentation that you have taken at least two courses in psychology. You may write the description of the study on the back of this form, or attach another page. Note that you are <u>required</u> to state the methods of evaluation explicitly in the proposal. In other words, you must state that the culmination of your project will be a scholarly paper in the form of a scientific journal manuscript. That document will be considered the scholarly product of your independent study experience.

Term: Fall _____ (393)   or   Fall_____ (493)

Spring _____ (394) or   Spring_____ (494)

> **Obtain from DUS Assistant**
>
> Section No. _____   Permission No. _____

Would you like to request that this course count towards the Depth Requirement? (circle one)   YES   NO

STUDENT NAME _____ DATE _____

E-MAIL _____   STUDENT ID # _____(not unique ID)

Circle one: Sr   Jr   Soph   First-Yr

MAJOR_____

Two psychology courses you have taken at Duke:

1) _____

2) _____

Title of Independent Study: _____

Short title for transcript (30 characters only, including space)

Approval Signatures: *Please read the policies and procedures for Research Independent Study courses before signing.*

Psychology Supervisor_____(Required)
                                          Signature   Printed

"Outside" Supervisor_____(If applicable)
                                          Signature   Printed

Director of Undergraduate Studies_____(Required)
                                          Signature   Printed

DESCRIPTION OF STUDY: Using this page (or attached sheet), please provide the following information:

1. Title and Description of Proposed Study:
Provide a one-to-two paragraph description of the proposed study, including topic, course goals, and research / readings to be conducted. If you are planning a multi-semester project, be sure to indicate that clearly and explain why more than one semester is required for your project. Typically, multi-semester projects are ones that involve data analysis and/or data collection in addition to a literature review.

2. Nature of the Final Product:
Describe the nature and length of the final product (e.g. academic paper, artistic product, research report, etc.) If you are planning a multi-semester project, clearly specify the final product you will be completing for the initial semester.

3. Scheduled Meetings and Work Expectations:
Provide information on frequency and length of meetings with instructor, and expected work commitments and/or timetables:

4. Grade to be based on:
Provide information on how your work in the course will be evaluated.

Description of Independent Study; Final Product; Scheduled Meetings and Work Expectations; Grade Basis:

_____   _____
Signature of Student   Date

Appendix A2: Graduation with Distinction Registration Form

Students interested in pursuing Graduation with Distinction generally must register for Independent Study during both semesters of their senior year. They also must submit this form to the Undergraduate Psychology Office, 242 Soc/Psych, by the first day of regular registration in the fall.

GRADUATION WITH DISTINCTION REGISTRATION FORM

Graduation with Distinction (GwD) in Psychology recognizes undergraduates who conduct an independent research project that results in a scholarly thesis and an oral defense before a faculty committee. Participants must meet minimum GPA requirements, complete at least two semesters of research related to the project, and complete the associated thesis preparation course before defending their thesis and presenting their research to the academic community at Duke. Participation in the program is noted on the transcript and successful completion results in acknowledgment both on the transcript and also at graduation. Exceptional theses may be nominated by the faculty advisor for consideration for the Zener Award, presented annually to an outstanding graduating senior in Psychology. The specific requirements of the Psychology GwD program are as follows:

- **Overall GPA of 3.0 and major GPA of 3.5.** GPAs are not rounded up and grades in independent study classes in psychology do not count towards the major GPA.
- **Completion of two semesters of independent study related to the project.**
- **Completion of PSY 496.** This is a one-credit course taught during spring semester only. It counts towards major requirements but is not included in the GPA calculation for the major.
- **Writing of thesis and completion of oral defense before a three-person faculty committee.**
- **Poster presentation at the "Visible Thinking" Undergraduate Research Fair in April.**

REGISTRATION PROCEDURES: Students wishing to earn GwD in Psychology should do the following:

- **Plan a substantial thesis/research project, obtain a faculty sponsor, and arrange for two other individuals to serve on the thesis committee.**   One member of the committee must be a core (primary) member of the Psychology & Neuroscience faculty. A second member must be either a core faculty member or hold a secondary appointment in P&N. (A current list of core faculty and faculty with secondary appointments may be found at http://psychandneuro.duke.edu/people?subpage=unit&cname=Faculty). The final member may be a P&N faculty member, a graduate student in P&N, or a faculty member from another department.
- **Submit the following to the Undergraduate Psychology Office (242 Soc/Psych) before the first day of regular registration in the fall:**

NAME: _____ GRADUATION SEMESTER: _____

E-MAIL: _____

PROJECT TITLE: _____

FACULTY SPONSOR: _____

COMMITTEE MEMBER 2: _____

COMMITTEE MEMBER 3: _____

REQUIRED SIGNATURES:

Student Participant_____
                                         Signature   Printed

Faculty Sponsor_____
                                         Signature   Printed

                              Committee Approved by DUS _____ Date _____

Appendix A3: Evaluation of the Written Thesis

Evaluation of Written Thesis				
1	2	3	4	5
Strongly disagree				Strongly Agree

1. The paper adequately reviews the literature, demonstrates how the student's research fills a gap, and presents a compelling argument for the significance and scientific value of the student's research.
2. The paper clearly and explicitly articulates the research question(s) or goals of the study.
3. The paper describes the methods and measures used in the study in a manner that provides a clear understanding of what was done.
4. The analyses are appropriate to test the hypotheses of the study and clearly map onto the main study questions.
5. The tables and figures used in the results section are clear and informative.
6. The discussion section provides a compelling discussion of the implications of the findings.
7. The discussion section identifies appropriate limitations of the study and suggests how those limitations could be addressed in future work.
8. The paper is clearly written and includes significant definitions and explanations to make the research accessible and engaging to readers not familiar with the field.
9. The paper is virtually free of obvious errors such as typos, misspellings, grammatical errors, etc.
10. The paper is written in a manner consistent with APA guidelines.
Please check one of the statements below.   ___ This paper is definitely not of publishable quality.   ___ This paper is potentially publishable but would require substantive revisions.   ___ This paper is potentially publishable but would require substantive revisions and would also require a larger sample.   ___ This paper is potentially publishable with minor revisions but would require a larger sample.   ___ This paper is potentially publishable with minor revisions.

Appendix A4: Evaluation of the Oral Presentation of the Thesis

Evaluation of Oral Presentation of Thesis				
1	2	3	4	5
Strongly disagree				Strongly Agree
1. The student clearly articulated the research question(s) or goals of the study.				
2. The student described the methods and measures used in the study in a manner that provided a clear understanding of what was done.				
3. The slides and visual aids used in the presentation were clear and informative.				
4. The student provided a compelling discussion of the implications of the findings with regard to the study question(s) or goals, policies and/or practices, and next steps in the research process.				
5. The student described the limitations of the study and suggested how those limitations could be addressed in future work.				

Appendix A5:
Report on Examination of Candidate for Graduation with Distinction in Psychology
Spring 2017

Upon examination of _____

a candidate for the *A.B.* □*/B.S.* □ degree with a major in Psychology,

we recommend □*/ do not recommend* □ that the bachelor's degree

be awarded with distinction.

_____
     Printed   Chair   *Signature*

_____
     Printed   Committee Member   *Signature*

_____
     Printed   Committee Member   *Signature*

Date of Examination_____

Title of Thesis_____

_____

_____

Overall GPA_____   Major GPA _____

_____   _____
Director of Undergraduate Studies   Date